

SEND AWARE

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INCLUSION-WHERE NEXT?

Inclusion is a word with multiple meanings in education. Without clarity it is meaningless. The key aspects of inclusive practices highlight **all** teachers having **all** the tools to support **all** the children effectively **all** the time. In realistic terms this means **most** teachers having **most** of the tools to support **most** of the time, but with the support of other teachers who are more confident about supporting children.

Organisations such as www.allfie.org.uk comment: 'Our school system is the key place in our society where people from all backgrounds learn to live together. Inclusion is not just about a few children with learning, physical or behavioural impairments being 'placed' in mainstream schools. It is about creating a society

where all people can find their own unique place and work together for the benefit of all. If this work is not started at school-then what hope do we have as a society?'

Inclusion is a learning process-but have we got the emphasis wrong? OfSTED will ask for data, children are pushed through a rigid system of reading, writing, science and maths, culminating in a supposed one-size fits all testing system. Yet there is a recognition that children are social beings who need to live in a supportive and caring society, where there are opportunities to play and cooperate and give and receive love.

Focus on Inclusion: '...it must be actively planned for...it is a process not a state.'

SO WHAT WILL TRUE INCLUSION LOOK LIKE?

Answers on a postcard!!

Seriously, we might like to think about some of these:

- There will be movement and noise
- Teachers and children will treat each others with respect
- Children will expand their horizons
- Teachers will encourage questioning and enquiry
- Inclusion will probably 'appear' messier than current practice
- Reasons for testing will make sense to teachers, parents and children
- Progression rates will not be written in stone

HOW ARE WE DOING?

Key ideas for support and aspiration: a new approach to Special Educational Needs and Disability:

1. Early identification and support
2. Giving parents control
3. Learning and achieving
4. Planning for adulthood
5. Services working together for families

DYSPRAXIA-WHAT YOU NEED TO KNOW

The term dyspraxia is taken from the Greek 'dys' meaning doing, acting, deed and practice-hence the literal meaning of 'dyspraxia' is ill-doing. This reflects the difficulties that children experience in initiating and performing everyday tasks, from walking, talking and writing, to doing up shoes, sitting on a chair or even holding their face muscles still in class.

It is the mental imaging, planning and execution that enable functional skills to develop. In dyspraxia there is a problem in processing information that can occur at any level of the activity, from initial thought, to the motor response, to the planning to carry out the activity successfully.

There are many different definitions and names for the coordination issues at all levels:

- Dyspraxia-used when motor deficits are due to poor planning and organisation and when they are significantly behind the child's performance in other areas
- DAMP-deficit in attention, motor and perception
- Minimal brain dysfunction
- Perceptual-motor dysfunction
- Sensory integration dysfunction

However the most recent classification, Developmental Coordination Disorder covers several presentations, including dyspraxia. This can also involve speech, low muscle tone, conceptualisation and motor coordination.

Dyspraxia affects more boys than girls and it is estimated that 5.3% of the population suffer from this range of problems and so not achieve their academic potential as a result.

Some suggestions for support:

- Give one maths calculation at a time
- Use a dictaphone to support written work
- Prepare specific writing activities on coloured paper
- Provide alternatives to writing in the short-term-magazine cuttings, story boards
- Use pencil grips
- Use spacers between words
- Limit instructions without visual support

CLASSROOM ADAPTATIONS FOR DYSPRAXIA

It is important to get a full diagnosis as this will highlight the specific areas that are challenging-not all children with dyspraxia have the same challenges!

- Look at just how stimulating your classroom is-if there are visual-ground discrimination difficulties over-stimulation is a real problem
- Ensure that the child is sitting in the correct position, with good posture in the chair, near and facing the front
- Reduce noise and distraction when giving out instructions and information-include visual support
- Ask for verbal responses as well as written ones
- Break tasks into smaller ones-support with visual and adult support

ASK THE CHILD WHAT WORKS FOR THEM!!

Need more advice? Want to know more about dyspraxia? Come and see DB!



Daniel Radcliffe, Harry Potter star, suffered from dyspraxia at school